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ABSTRACT

Based on two interim evaluations completed at the half-way point of the first full school year (1972-73) of implementation, this report reviews briefly the current status of two separate experimental extended school year projects in Michigan. The first plan, a 5-term design adopted by the tri-districts of East Lansing, Okemos, and Haslett, offers students a choice of attending any four out of five 9-week terms or all five terms if they desire to graduate early or take enrichment courses. The Northville 45-15 plan report deals mainly with reactions from staff, participating and nonparticipating parents, in addition to providing some cost benefit analysis. Also reviewed are the evaluation studies of three other extended school year plans currently in operation--the Valley View 45-15 plan in Lockport, Illinois; the 45-15 plan of the Dale City section of the Prince William County Public Schools, Virginia; and the Quinmester plan of Dade County, Florida. (Author/DN)

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STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

EXPERIMENTAL AND DEMONSTRATION CENTERS PROGRAM

EXTENDED SCHOOL YEAR IN MICHIGAN

An Interim Report

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A Brief Review of
Extended School Year in Michigan from 1969

The current interest in the Extended School Year (ESY) in Michigan and the actual current implementation of ESY in Northville and the tri-district ESY program in East Lansing, Okemos and Haslett can be traced, in part, to the impetus provided by the Michigan Legislature through legislative appropriation as set forth in Section 1 of Act 312 of the Public Acts of 1968 which was stated as follows:

> "Grants to school districts for feasibility studies to be conducted by districts for extending the regular school year beyond the present required amount of time, no one district's grant to exceed $20,000. No grants shall be made for summer school programs. Grants shall be made in accordance with rules of the State Board of Education."

A total of forty-seven applications were submitted in January, 1969 to do ESY feasibility studies during the 1969-70 school year. The districts of Ann Arbor, Freeland, Port Huron, Northville, Utica and Okemos (representing the tri-districts of Okemos, East Lansing and Haslett) were selected to do feasibility studies. These districts were selected, in part, because they were representative of the various community types and locations throughout Michigan.

Four different ESY designs were developed for the initial feasibility studies. Port Huron, Northville, and Utica school districts selected the Four-Quarter Mandated design for their K-12 studies. This design is also called the Staggered Four-Quarter plan or the Quadrimester plan. Under this plan, students are divided into four groups and assigned family units to attend three of four quarters on a staggered basis. In any given sixty-day quarter, three-fourths of the students are in attendance and one-fourth are on vacation.

Introduction

The purpose of this report is to present the current status of the two different experimental extended school year projects in Michigan. This report is based on the two interim evaluations which were completed at the half-way point of this first full (1972-73) school year of implementation. This author will write a second report late in the summer, 1973 based on the two projects after their first full year of operation.

This writer would like to thank the Northville Superintendent, Dr. Raymond Spear, his staff and their evaluator, Dr. James Doyle; the East Lansing Superintendent, Dr. Malcolm Katz, his staff and their evaluator, Dr. Lawrence Lazotte and Dr. John Schweitzer; and Dr. John Osborne and Dr. Gene Paslov, Michigan Department of Education, for their help and cooperation in making this interim report possible.

The Freeland school district selected the Mandated Trimester design for their K-12 study. This plan calls for the division of a lengthened school year into three 78 day trimester segments. With a small increase in the length of the school day, two trimesters provides the same amount of instructional time as two regular semesters. The 180 days, of six hours per day (1,080 hours) is converted to 156 days of seven hours per day (1,092 hours). One-third of the students, by family units, are on assigned vacations with two-thirds of the students in attendance for any given trimester. The school system would operate 234 instructional days per year. All students would have a common two-week vacation in August.

The Ann Arbor school district selected a Modified Split-Trimester design for their K-12 study. In this plan, all three trimesters are equally split, which results in six blocks or terms of instructional time. Each term is 36 days in length. The individual student is assigned to attend five of the six blocks or terms. This results in approximately 17% of the students, by family units, being on assigned vacation with 83% of the students attending any given term. All students would be on vacation in August. The school system would have 216 instructional days per year.

The Okemos, East Lansing and Haslett school districts selected the Five Term or Continuous School Year design for the cooperative secondary (9-12) study. In this plan, the school year is extended to include five terms, each of which is nine weeks in length. It should be noted that four terms are developed by equally

dividing two traditional semesters. The individual student has the option of attending any four of the five terms or all five terms. The school system would be in operation 225 instructional days per year.

These initial studies, after the ESY design was selected, concentrated on vacation preferences, finance, conversion costs, informing the public and determining community attitudes. The data derived from the community studies were most important since the majority of ESY designs were mandated programs. In general, the results from students, staff and community were about 40% in favor, 40% not in favor and 20% neutral concerning the mandated ESY designs. It was only the business and industry sections of the communities, when surveyed, who were positive to the ESY designs whether mandated or optional.

Northville was the only district that actually "tested" community attitude by an advisory ballot vote. Without the neutral position on the ballot, the mandated four-quarter ESY design was voted down by 54 per cent.

The Michigan Legislature continued their support for ESY studies, which were to analyze the validity of their proposals in moving toward implementation of their plans during the 1970-71 school year by appropriating a total of 87,000 dollars through the provisions of Section 1 and 19 of the Act No. 84 of the Public Acts of 1970 for:

> "Section 1 - Grants to school districts for extending regular school year . . . $87,000.
>
> "Section 19 - The Department of Education is authorized to make grants to the school district of Ann Arbor up to a maximum of $20,000; to the school district of East Lansing up to a maximum of $6,000; to the school district of Freeland up to a maximum of $9,000; to the

school district of Haslett up to a maximum of $6,000; to the school district of Northville up to a maximum of $20,000; to the school district of Okemos up to a maximum of $6,000; and to the school district of Utica up to a maximum of $20,000 to continue toward implementing their plans for extending the regular school year as funded initially through the provisions of Act No. 312 of the Public Acts of 1968, provided: the plans of implementation shall have been submitted to the State Board of Education by August 1, 1970 and thereupon approved by the Board."

These 1970-71 ESY studies were concerned mainly with various aspects and problem areas to be worked out in order to implement their ESY designs. Some of the aspects and probles areas studies and/or implemented were:

1. Develop or revise curriculum for compatibility with their design.
2. Study and possibly refine existing pupil-personnel records systems.
3. Initiate and conduct an extensive information campaign for staff, students and community.
4. Develop criteria for when certain students would be in school and have vacctions.
5. Develop and distribute master student schedules to students and families.
6. Study the cost for implementing their ESY design.
7. Study the costs for continually operating their ESY design.
8. Conduct student, staff and community surveys to determine their opinions about the ESY program.
9. Survey local business and industry in order to find out when their employees can take their vacations and the times of the year when they can employ students.

From the eight districts who completed a feasibility study in 1969-70 and the seven districts who further studies ESY in 1970-71, four districts are currently operating ESY. These four districts are actually representing two ESY projects

since one project is the tri-district program of East Lansing, Okemos and Haslett. The other operating program is in Northville.

These two programs, which will extensively be examined later in the report, are being funded by the United States Office of Education under Title III, Section 306. In order to culminate this brief history (since 1969) of ESY in Michigan, a short description of the two projects is provided.

The tri-district ESY program is the Five-Term design which divides the calendar year into five nine week terms. This program is limited to grades 9-12 and has voluntary participation on the part of both students and staff, particularly during the fifth (summer) term. This implemented ESY design was also the design which was studied by the tri-district during 1969-71 feasibility study years.

The current ESY project in Northville is a voluntary 45-15 plan for elementary students. In this plan the students attend 45 days or 9 weeks and then have vacation for 15 days or three weeks. Northville decided to change from their original four-quarter or quadrimester plan, since the data obtained during the two feasibility studies indicated a somewhat even split between the community as to pro and con for the mandated four-quarter ESY program.

In summary, the monies appropriated by the Michigan Legislature for ESY studies appears to have been extremely beneficial to the districts involved. Some districts have stopped current efforts for ESY programs, one district benefited from the studies by being able to implement a revised ESY program and the tri-districts project was able to implement an ESY project which had been throughly studied during the feasibility study years.

Current ESY Evaluations Outside Michigan

This section of the report summarizes the evaluation results from three school districts currently operating an ESY program. These districts are Valley View School District #96 in Lockport, Illinois, the Dale City section of the Prince William County Public Schools, Prince William County, Virginia and Dade County, Florida. The first two districts are currently operating under the mandated 45-15 plan. This plan calls for each student to attend school 45 school days and then have a 15 school day vacation. By staggering the entrance dates for about one-fourth of the students every 15 school days, the first group to enter completes its 45 school days and starts its vacation the day the fourth group enrolls. Fifteen school days later, when the first group returns, the second group commences its vacation and so on throughout the year. Thus, only three-fourths of the entire student body is in school while the other one-fourth is on vacation. Through this plan the number of classrooms available is automatically increased by 33 per cent without any additional construction.

The Dade County plan is called the Quinmester in which the school year is divided into five 45-day or 9-week sessions. The student has the option of attending any four of the five sessions or could attend all five in order to graduate early, elect enrichment courses or take remedial courses. This plan has the potential of increasing classrooms available by twenty-five per cent if it was a mandated program. It is, however, a voluntary program.

These three studies were not selected, however, to be representative of the literature on ESY. They were selected primarily for these reasons:

1. They are current studies (1970's)

2. Northville is implementing a 45-15 Plan.

3. The Tri-district ESY Project is a voluntary Quinmester Plan.

4. The vast majority of previous ESY studies were the mandated four-quarter plan in which Northville rejected or simply a summer school program.

The Valley View School District "invented" and then implemented the 45-15 Plan because the district had exhausted its legal limits in raising taxes for the construction of new buildings. On June 26, 1970, the last day of classes under the traditional school year, there were 5500 pupils enrolled with a stated capacity of 5290 students. On June 30, 1970, the 45-15 Plan began. Only July 1, 1970, Illinois State Law required public schools to offer Kindergarten to all families who wanted it for their 5 year-olds.

This immediately raised potential enrollment by 660, counting each pupil as a half-time equivalent. In addition, the projected increase for grades one through eight was another 600 per year. Thus, the 45-15 Plan increased classroom capacity from 5290 to 7053. This allowed more than a year of postponed construction plus the ability to add one-third to the capacity of new classroom space.

The Valley View[1] system studied the cost factors by comparing their total operation during 1969-70 under the traditional school year enrollment of 5580 to projected costs under the 45-15 Plan with one-third more (7740) sutdents. The total and per pupil costs were determined for administration, instruction, health, operation, maintenance, fixed charges, transportation, debt service and other.

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[1] Year-Round Schools The 45-15 Plan. No. 27 in the Series of PREP Reports. U.S. Department of Health, Education, and Welfare, Office of Education, 1970.

The total cost for 5580 students was 4,510.600 dollars or 809.78 dollars per pupil. The total cost for the 7440 students with the 45-15 implemented was 5,779,600 dollars or 776.82 dollars per pupil. This represents a total savings of about 4 per cent per pupil in the categories previously mentioned.

The teaching staff was given options of teaching from 184 to 244 days throughout the year. Teachers who taught the maximum were paid one-third more than the traditional 184 day salary schedule. The teachers appeared to like and accept the plan since 98 per cent of the men teachers chose to work longer than the traditional school year as did 45 per cent of the women teachers. The rate of teacher turnover was also down from previous years.

Valley View is now sending their eighth grade students to a high school which was formed to operate on a 45-15 high school program. Valley View #96 was a K-8 district which was sending their students to a traditional high school schedule. In the spring of 1971 a new school district was formed. Fourteen men ran for the school board. Seven of whom ran on a platform which advocated, in part, to schedule all high school students on the 45-15 Plan. This group of seven men were elected and took office on July 1, 1971.

In the fall of 1971, parents and teachers from the new school district were surveyed about the 45-15 Plan which was scheduled to begin the summer of 1972.[2]

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[2] Final Report Project No. 1-E-114 Grant No. OEG-5-71-0067 (509). James R. Grove, Assistant Superintendent Valley View School District #96. "Feasibility Study of the 45-15 Plan for Year-Round Operation of a Public High School Served by an Elementary District (Valley View #96, Will County, State of Illinois) Already on the 45-15 Plan." U.S. Department of Health, Education and Welfare, Office of Education, October 27, 1972.

A simple majority, 52 per cent, of the parents favored the 45-15 Plan for the high school. However, only seventeen per cent would vote for higher taxes to avoid the 45-15 Plan.

The majority of parents perceived their children as being indifferent to 45-15 in the high school. About twenty per cent felt their children favored it and the same per cent felt their children were against the 45-15 Plan. Eighty per cent of the parents did, however, rate the 45-15 Plan as average or higher overall.

The overall staff reaction, which included 73 men and 33 women, was quite favorable. There were, however, some sizable sex differences toward the plan. These can be seen as follows:

	Per cent Men	Per cent Women
Favor 45-15	70	40
Mixed Reaction	30	60
Prefer 184 day contract	19	58
Prefer 184-244 day contract	21	30
Prefer 244 day contract	59	7
Undecided about contract	1	7
May resign if 45-15 begins	1	3
Will stay	79	67
Wait and see	19	30

The Dale City area of Prince William County Schools implemented the 45-15 Plan in four schools during the 1971-72 school year. A primary reason for trying the 45-15 Plan was an increase of students faster than money could be raised and buildings built.

The cost study done in Prince William County was a very similar procedure as was done in Valley View. The only real difference being that Valley View took their costs for a traditional school year and projected costs for more students on the

45-15 Plan, whereas Prince William County took the cost for their 45-15 Plan in one middle school and simulated the costs for fewer students going to that school on a traditional school year plan.

The Prince William County[3] study analyzed costs for instructional staff, support staff, (counselors, principals, etc.), school building areas (classrooms, library, etc.), furnishings and equipment (classroom furnishings, gymnasium equipment, etc.). Total cost per pupil in these four areas was 1,143.04 dollars for a traditional school year and 1,033.60 dollars for the 45-15 Plan. This represents a total savings, per pupil, of 109.46 dollars or 9.6 per cent.

This total of 9.6 per cent is derived by a 3 per cent savings for instructional staff, 1.9 per cent for support staff, 4.2 per cent for school building areas and 0.5 per cent for furnishings and equipment.

The reader should realize, however, that the total 9.6 per cent reduction is somewhat unrealistic for future planning. The 3 per cent savings for instructional staff was obtained primarily by paying the teachers 25 per cent more salary for teaching 33 1/3 per cent more classes. The teachers actually worked only 25 per cent more days (from 193 traditional school year to 241 for 45-15), but they actually taught 33 per cent more time because all non-teaching (in-service and preparation) days were eliminated.

The 1.9 per cent savings for support staff was obtained by having 12 month employees serving one-third more students. The support staff not on 12 month

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[3] 45-15 and the Cost of Education. Prepared for: Prince William County Public Schools, Prince William County, Virginia. Education Turnkey Systems, Inc., 1972.

contracts were given 12 month contracts. This caused about 8 per cent higher costs to also serve one-third more students.

The Prince William County Schools also conducted a very comprehensive attitudinal study toward the 45-15 Plan.[4] Opinions were obtained from those directly affected by the 45-15 Plan -- Dale City parents, Dale City students (fourth and seventh graders were sampled) and Dale City school staff. Opinions were also obtained from similar groups in Prince William County not directly involved in year-round school -- county-wide parents, county-wide students and county-wide school staff.

After nearly one full year of the 45-15 Plan in Dale City, those directly affected by it strongly favor it. This can be seen as follows:

Dale City Parents	
Like 45-15	82%
Don't like it	14
Can't say	4

Dale City School Staff	
Like 45-15	75%
Would like it with some changes	21
Do not like it	3
Can't say	1

Dale City 7th Graders	
Like it better than 2 semesters	67%
Dont like it as much as 2 semesters	19
Think it is about the same	14

Dale City 4th Graders	
Like it better than 2 semesters	60%
Dont like it as much as 2 semesters	23
Think it is about the same	17

[4] Attitudes Toward Year-Round School in Prince William County, Virginia, Ned Hubbel and Associates, Port Huron, Michigan, 1972.

The groups not currently involved in the 45-15 Plan are not quite as supportive. There were, however, many neutral type responses for these groups. The results of the county-wide groups are:

County-Wide Parents	
Like 45-15	55%
Don't Like it	25
Can't say	20

County-Wide School Staff (If 45-15 were extended to their school)	
Would give it a try	73%
Not sure	16
Ask to be transferred to a 2-semester school	4
Would seek employment elsewhere	4
No Response	3

County-Wide 7th Graders	
Would not like 45-15	60%
Would like it	18
Not sure	22

County-Wide 4th Graders	
Would not like 45-15	51%
Would like it	35
Not sure	14

Both those parents whose children are enrolled in a two-semester school year and Dale City parents felt the chief advantage to 45-15 was that it "improves the education of children." But Dale City parents expressed this feeling more strongly:

Chief Advantages to 45-15	Dale City Parents	County-Wide Parents
Improves education for children	55%	28%
Children don't need 3-month vacation	37	19
Better utilization of facilities	21	21
Varied vacation/travel opportunities	14	11
Less boredom for students	12	--
No advantages	9	15
Better than split shifts/overcrowding	8	10
Saves money	6	7

Dale City parents also were asked if the 45-15 Plan provided a better education, about the same, or not as good as the two-semester year. Fourty-nine per cent felt it was better, 36% felt it was about the same as in a 2-semester year, 7% not as

good and 9% were not sure.

Dale City school staff members agreed with Dale City parents in the chief advantage of 45-15, that of improving the education of children. County-wide staff members felt the chief advantage of 45-15 was a "better utilization of facilities."

Chief advantages to 45-15	Dale City Staff	County-Wide Staff
Provides better education	35%	16%
Better retention; less review time	30	23
More breaks for students	29	20
Higher interest, enthusiasm, less boredom	24	11
Miscellaneous benefits	15	2
Can't say	6	18
Better utilization of facilities	2	32
Better family/student vacation option	3	--
No advantages	-	2

Dale City teachers who have been involved in 45-15 for nearly a year were very emphatic in their belief that the year-round plan makes it possible for students to learn more effectively and increases opportunities to make school more interesting for students.

	Dale City Teachers	County-Wide Teachers
45-15 makes it possible for students to learn more effectively	84%	37%
Makes little difference in learning effectiveness	16	29
Interferes with learning effectiveness	--	3
Not sure/Can't say	--	31
	Dale City Staff	County-Wide Staff
45-15 increases opportunities to make school more interesting for students	86%	57%

	Dale City Staff	County-Wide Staff
Makes little difference in those opportunities	14%	36%
Decreases opportunities to make school more interesting	--	3
Can't say	--	4

"More breaks, more often" was the leading reason given by both Dale City 7th and 4th graders for liking the 45-15 plan. This was also the reason most frequently named by those county-wide 4th graders who felt they would like 45-15. Other advantages of 45-15, according to those 7th and 4th graders who have been on the plan for nearly a year included" don't get so bored with school or vacation" and "seem to remember better, forget less." Those county-wide 7th and 4th graders included in the survey also listed "learn more" as one of the reasons why they thought they would like the year-round plan.

Year-round school, according to the majority of Dale City students polled (82% of the 4th graders and 72% of the 7th graders) has not caused them any problems in school that they did not have last year. The 45-15 plan has not changed what students do after school, according to the majority of both 4th and 7th graders.

Two-thirds of the 4th graders and half of the 7th graders in Dale City report their family can take vacation together when they are out of school for three weeks. Those students who say then cannot vacation as a family attribute it to other children in their family who are not on the 45-15 plan or say their parents can't get off work.

However, nearly three-fourths (72%) of Dale City parents said the 45-15 plan has not caused any particular problems in their family vacation planning. Those who report difficulty also say, as do students, it is due to other children in the family not on the 45-15 plan or to the fact that they cannot get off work when the 45-15 three week vacation is scheduled in school.

Both Dale City 7th and 4th graders were asked, if they had a vacation choice, which would they prefer -- a 3 month summer vacation or four 3 week vacations, as they now have? Seventh graders picked the current, four 3-week vacations over the former three month summer vacation by a margin of 2 to 1, while another one-fourth of the 7th graders said either vacation schedule was "o.k." Fourth graders' opinions were almost evenly divided among all three vacation alternatives. One third of them picked the present vacation plan, 34% preferred the 3 month summer vacation and another 33% said "either way was o.k.".

Year-round school has not, apparently, seriously affected the friendships of Dale City seventh and fourth graders. Nearly three-fourths of both groups of students say they either have the same friends or they lost some old friends and made new ones.

About two-thirds (69%) of the 7th graders feel that the 45-15 plan has not made any difference in their participation in extra-curricular activities. Those who report the opposite said the inconvenience of returning to school to practice or perform in activities (or their inability to get back to school to do so) has been a problem.

Both Dale City parents and other adults throughout the county were asked if 45-15 year-round school should be a continuing program, or utilized only as a temporary way to solve enrollment problems. This same question was also asked of both groups of school employees -- those in Dale City schools and those throughout the rest of the county.

Dale City school staff and parents strongly favored the plan as a continuing program; county-wide school employees also favored this opinion.

	Dale City Parents	Dale City Staff	Co-Wide Parents	Co-Wide Staff
Continuing program	73%	89%	39%	58%
Only a temporary solution	24	5	40	22
Can't say	3	6	21	20

Seven junior and senior high schools in Dade County, Florida implemented the Quinmester Plan in 1971.[5] The primary purpose was to present students with various educational options such as early graduation, more courses, remedial courses and the possibility of a term off other than during the summer.

The average per pupil operating costs in the pilot schools for the 180 day program was 560 dollars. The average per pupil operating costs in the pilot schools for the fifth quinmester was 108.53 dollars. Thus the operating costs for the fifth quinmester was 19% of the 10 month cost per pupil. In their projected cost savings for the future, they are assuming that in most cases each summer quinmester attended by a pupil will result in the saving of twenty-five per cent of a pupil station. They

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[5] Valley View High School, op. cit., (no. 2).

have not, however, been in the program long enough to validate these cost figures since this assumption would apply primarily only if the students were to graduate early.

Over 30 per cent of the potential students elected to attend the fifth term. The rate of daily attendance was about nine per cent below the regular school year. The dropout rate was less than five per cent. The primary reason (one-third of all the students) given for attending the fifth term was early graduation.

The vast majority of teachers, students, parents, and principals were favorable about the fifth term. These four groups were most favorable to the re-arrangement of the curriculum into self-contained nine-week periods. They also saw tremendous value to new courses developed for the summer term and the availability of a complete school program in the summer.

In summary, three different school systems' evaluation studies were reviewed in this section. These three were chosen primarily because they were very similar to the two ESY projects in Michigan. The two 45-15 Plans indicated a 4-6 per cent total savings in the areas of support services and building and equipment usage. These savings occured primarily because these areas serviced more students than under the traditional school year. This plan also has additional cost savings since less buildings are needed. The quinmester plan has not been operating long enough to validate total cost benefits.

Where surveyed, the total community, including parents, staff, students, and administrators, were very positive and supportive toward their respective ESY programs. Most of this support for ESY was indicated by a better educational program rather than the cost savings or better utilization of facilities factors.

The Current Status of the Two ESY Projects in Michigan

Tri-District Project

ESY became a reality on June 24, 1972, for the tri-districts of East Lansing, Okemos and Haslett. This was made possible primarily through funds provided by the United States Office of Education under Title III, Section 306 on June 1, 1972. The actual ESY implementation culminated countless man-woman work days since 1969 in a thorough feasibility study, a well-planned implementation study, plus a major curriculum revision which changed courses from the traditional year or sometimes semester length to 9-week courses.

The ESY implemented by the tri-districts is a five term design. The traditional school year was divided into four nine week terms. The fifth nine week term occurs during the summer. The students thus have a choice of attending any four out of five terms or attending all five terms if they desire to possibly graduate early or take extra or enrichment courses.

The tri-district ESY evaluation results summarized in this interim report will deal primarily with the summer of 1972, the fifth term.[6] Teachers' opinions and students' opinions and achievement who were involved in the fifth term are reported. This writer's final report, which will summarize the two ESY programs after a full year of operation, will present tri-district results from the community, additional student and staff perceptions, and a cost analysis. The evaluation design plans

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[6] Tri-District Extended School Year Evaluation Report, Phase I, The Fifth Term. Lawrence W. Lezotte, John H. Schweitzer, Center for Urban Affairs, Michigan State University, November, 1972.

for coilectin student, staff and community data during the spring of 1973. The cost data, which will include developmental costs, installation costs, and continuation costs, are continually being analyzed throughout the first year of operation and will also be presented in the final report.

Fifteen teachers were employed to teach in the summer fifth term at East Lansing. They had an average of 7.7 years of teaching experience and three-fourths had a Master's degree. Three teachers were from Okemos, six were from East Lansing, and six were from Haslett. A questionnaire was administered to all fifteen teachers at the end of the fifth term. A summary of these teacher results are presented in this interim report.

The majority of teachers were very positive about the type of students enrolled in the fifth term. They indicated that the students were more motivated and/or made better use of class time than students in general. The majority were very positive about the instructional aspects of the fifth term. Classes were smaller, more informal, more goal oriented, had more independent projects, had better group discussions and covered the same if not more material as compared to the traditional school year. They also felt the student achievement was somewhat higher in the summer.

The majority of teachers felt the fifth term program operation was the same or better than during the regular school year. This was true for support services, physical facilities, class scheduling, equipment and supplies, library materials and teacher-administrator relationships. Only in the case of teacher to teacher relationships was this not true. They also felt adequately informed about

administrative procedures and policies.

The teachers did not, however, project many students or staff likely to take advantage of the fifth term. They predicted the following:

Students Enrolling	N
less than 5%	1
5% to 10%	8
11% to 25%	4
26% to 50%	0
51% to 75%	0
76% to 100%	2

Teachers Working	N
less than 5%	3
5% to 10%	6
11% to 25%	4
26% to 50%	0
51% to 75%	0
76% to 100%	0
No Response	2

The primary unique advantages to teaching in the fifth term were:

1. Practice their professional training year round.
2. A chance to experiment and innovate in small classes.
3. A chance to meet students and teachers from different school systems.

The chief disadvantages, as seen by the teachers were:

1. No summer graduate school.
2. No summer vacation.
3. Fatigue now and during next year.

The teachers who participated in the fifth term were very positive about their students and the total program. In addition, nine of the teachers indicated an interest to teach fifth term in the future, whereas, the remaining six were currently uncertain. Only one teacher, however, was planning to take a term off during the 1972-73 school year, the other fourteen planned to work the regular school year.

Slightly over 200 students started the fifth term during the summer of 1972. The vast majority had just completed ninth, tenth, and eleventh grades. Fifty per cent were from East Lansing, twenty-two per cent from Okemos, fourteen per cent from Haslett and the other fourteen per cent were going to college or other high schools. Fifty-seven per cent of the students were females. The majority of the students had never before attended a summer school. The attending students did, however, have high educational aspirations since eighty-five per cent planned to continue their education beyond high school.

The students obtained their information about the fifth term primarily from teachers and counselors -- with counselors being the most important source of information. The major source of motivation for enrolling in the fifth term was the student himself. About seventy-five per cent so indicated with parents a distant second. This same figure also indicated that their enrolling was a completely voluntary decision.

Conflict with family vacation plans, conflict with personal vacation plans and conflict with plans for a summer job were each mentioned by about one-fouth of the students. Thirty-eight per cent of the students, however, reported no conflict by enrolling in the fifth term.

At the end of the fifth term, most of the students who had completed the term were administrated a questionnaire to obtain their perceptions and reactions to the fifth term.

The students were asked their future plans as a result of completing the fifth term. The single most reported reason was to graduate early from high school.

This can be seen as follows:

Take reduced load and work part-time	19%
Take reduced load and not work	9%
Take term off and work full-time	6%
Take term off and have a vacation	9%
Graduate early from high school	40%
Begin vocational training	15%
Other	2%

The students who completed the fifth term were very positive about their teachers and the teaching process. Forty-nine per cent indicated their teachers were average and another forty-four per cent indicated that the teachers used new teaching techniques. The same figure also indicated the difficulty of course material to be the same as during the regular school year.

Thirty-seven per cent of the students indicated that they were able to have better relationships with teachers and other students while over fifty per cent indicated they were the same. These same figures also apply to teacher enthusiasm.

The students were themselves positive about the program, felt their parents were positive, but felt their friends were undecided about the program. This can be seen as follows:

	Students	Friends	Parents
Strongly positive	30	11	55
Somewhat positive	34	35	24
Mixed	27	48	15
Somewhat negative	1	1	1
Strongly negative	8	6	5

The single most reported advantage for the fifth term was getting credit for courses. The major disadvantage was the reduced free time in the summer.

The students were quite strong in recommending to their fellow students to enroll in the next fifth term. Seventy-six per cent would so recommend. They were not, however, quite so inclined to re-enroll themselves. Sixty-two per cent mentioned they would re-enroll.

The achievement variable was assessed for the fifth term by using grade point averages (GPA). The students from East Lansing and Okemos earned the same average grades during the fifth term as their previous GPA. The Haslett students, however, achieved at a significantly higher level during the fifth term. This is shown as follows:

	Previous GPA	Fifth Term GPA
East Lansing	2.9	3.0
Okemos	2.8	2.7
Haslett	2.5	3.0

In order to evaluate the fifth term totally, the students who had dropped-out were also contacted and interviewed. A total of 31 students from the original 208 students dropped out of the program. The reasons given, however, obviously were not critical of the fifth term courses and/or teachers. The reasons were:

Reason	Per cent
Summer job	21
Vacation	26
Moved out of town	10
Illness or death	10

Reason	Per cent
Transportation problems	13
Did not need credits	5
Parental opposition	5
Other	10

In summary, most of the objectives for the fifth term of the tri-district's ESY design were accomplished or nearly accomplished. Teachers and students felt the instructional process was unique when compared to the normal school situation. The students felt the fifth term was a worthwhile experience. Almost forty per cent, however, probably would not re-enroll, likewise, six of the fifteen teachers were uncertain as to whether they would teach in the next fifth term.

The various implementation aspects, such as bussing students from two districts, credit transfer and student record systems also presented no problems during the fifth term. This was probably because of all the previous planning which went into this project by the three schools.

Other ESY objectives, such as how many students elect not to attend one of the four regular terms, their experiences during the term off, and community reactions can not be evaluated until a full five terms has elapsed.

Northville

On July 31, 1972, one hundred and seventy-one Kindergarten through fifth grade students from one hundred and eleven different families entered Amerman Elementary School in Northville. This was the beginning school date for those children who had volunteered (or had been volunteered by their parents) for the 45-15 Plan. The actual implementation of ESY in Northville was helped, in part, by funds provided by the United States Office of Education under Title III, Section 306 in June, 1972.

The Northville school board, administration, and citizen groups, with some financial aid allocated by the Michigan Legislature, had been studying ESY for several years. These studies indicated that the community realized the need for better use of school facilities and the anticipated tax savings which could occur with ESY. The problem was that the community was evenly split on the proposed ESY design. The original study had recommended the mandated four-quarter plan. This plan caused a tremendous amount of controversy in Northville during the 1969-70 feasibility study.[7] The mandated four-quarter plan controversy continued into the second year ESY study.[8] During this second year, the school system implemented a dynamic public relations program, developed a schedule for each child indicating what three quarters he or she would be in school, relayed the child's schedule to the parents and included a card inviting

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[7] Phase II -- Is it feasible? Northville Public Schools.

[8] Phase III -- Is it acceptable? Northville Public Schools.

the parents to react to the schedule. The results of family reaction indicated that about fourty-one per cent were supporting the ESY concept and/or implementation of the four-quarter plan. The reverse figures for support were true for non-parents: thus the total community was evenly divided about the issue. The recommendation then became a voluntary 45-15 Plan which is currently implemented.

The Northville evaluation results reported in this interim report will deal mainly with reactions from staff, participating parents, and non-participating parents plus some cost benefit analysis.[9] The final report, after a full year in the 45-15 Plan, will include additional factors such as student achievement and cost data reported similarly to the tri-district project, i.e. developmental costs, instalation costs and continuation costs.

The six ESY teachers were surveyed after the students came back from their first three week vacation in the fall. The teachers perceived that their students had not exhibited any unusual difficulty in starting school on July 31, 1972. They felt that the students learned about the same during August and September as they would have learned during September and October. The teachers also reported that their students were eager and ready for school after three weeks break.

The teachers viewed the 45-15 Plan as enabling them to have more individual programs for their students. The teachers also felt that the fifteen day interim for

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[9] Doyle, James R., Person-O-Metrics, Inc., Dearborn Hgts., Michigan. Northville Public Schools E.S.E.A. Title III, Section 306 Experimental and Voluntary 45/15 Extended School Year Project, Interim Report, January, 1973.

for vacation and in-service was more conducive for improving their own classroom instructional program. At this point in the project the teachers over-all support has to be considered very positive, especially since 100 per cent indicated a desire to teach on the 45-15 Plan next year if it is continued.

A random sample of fifty parents were interviewed after the first 45-15 cycle. These parents, who had volunteered for the program, were extremely positive and supportive of the program. When asked if they liked being part of the 45-15 program, 48 parents gave positive comments, one comment was negative and one parent had no comment. Similar results were obtained when asked if they plan to be part of the 45-15 Plan next year, there was only one "no" and three "not certain" responses.

The parents and their children also seemed to take advantage of the fall vacation period. Of the seventy-two families sampled, seventeen families took in-state trips, twenty-one families took out-of-state trips, eighteen families took short trips in the metropolitan area and sixteen families stayed home.

A random selected sample of 754 Northville families who were not participating in the 45-15 Plan were personally interviewed early in December, 1972. The same survey instrument was also left with all other families in Northville not interviewed with a mailback provision to the school system. Due to many return calls to some homes, a 100 per cent return of the 754 families was obtained. (This seldom happens in survey research.) An additional 469 mail-backs were received from the several thousand left at the remaining family residents. It

should be pointed out that the results from the 754 randomly selected families represents a very close approximation to all families in Northville, whereas the other 469 returns cannot be any further generalized. They simply represent the opinions of this self-selected group, who took the time, for various reasons, to mail-back their responses. The results from these two groups were:

How well informed are you about the Northville Extended School Year Program?

	754 random group	469 self-selected group
Well informed	45%	38%
Somewhat informed	39%	41%

Do you feel the 45-15 Plan at Amerman Elementary is more desirable than the quarter plan that was previously considered by the Northville School District?

More desirable	50%	64%
Somewhat more desirable	9%	10.5%
Less desirable	16%	10.5%
About the same	6%	5.5%
No opinion	19%	10.5%

If you favor the 45-15 Plan, is it because: (more than one answer is acceptable)

It is voluntary	31%	15%
The 45-15 schedule itself	36%	51%
Both	33%	34%
No response	47%	

Do you feel the Northville 45-15 Plan should be extended to additional grades beyond the present K-5?

Yes	48%	60%
No	28%	18%
Not certain	24%	22%

If you were "not certain" or "did not feel" that the district should consider expansion of the 45-15 program, would you consider expansion if better use of existing facilities and better educational program could be demonstrated?

Yes	41%	47%
No	32%	30%
Not certain	27%	19%

Would you consider enrolling your child/children in the 45-15 Plan in the Fall of 1973?

Yes	37%	50%
No	46%	31%
Not Certain	17%	19%

The non-participating parents, based on the random group responses, seemed to be well informed about the program and felt it was better than the previous four-quarter plan. Their reasons for favoring the 45-15 Plan seemed to be the schedule itself and the voluntary aspect of the program. A large number not wanting 45-15 extended would, however, be in favor of further expansion if the program was better educationally and made better use of facilities. At this early date into the program, slightly more than one-third would now consider enrolling their children in the program next year.

The participating parents were just as positive about ESY in December as they had been in October. They tended to feel their children's attitude toward school was better and academic or school effort was slightly better. Sixty-one out of sixty-five parents also wished to have their child(ren) remain in the 45-15 Plan next school year and would recommend the program to other Northville parents.

The operational cost analysis model used by Northville was very similar to the cost studies done by Va[illegible]ew and Prince William County. The total and per pupil costs for staff (administrative, instructional, supportive and maintanence), including fringe benefits, [illegible]ers (instructional and maintanence) were determined for Amerman School. These costs for 750 students in the traditional schedule were compared to the 1000 students possible at Amerman School in the 45-15 Plan. The

per pupil cost was 778.70 dollars for the 750 students attending the traditional schedule. The same school serving 1000 students, however, was reduced to 749.04 dollars per pupil. This represents an operational cost benefit of 5.1 per cent.

Four main areas accounted for most of this operational cost saving; the twelve month employees such as administration, secretarial and maintanence people were servicing more students. The fringe benefits, such as hospitalization, and life insurance, for both certified and classified personnel are paid on a 12 month basis while their services are utilized on a 10 month basis in a traditional school year. The third major cost savings area is transportation. This savings occurs since fewer busses are needed on the 45-15 Plan. The final major area of savings was capital outlay for instructional equipment such as library materials and text books. These same materials are able to service more students.

In addition to the operational cost savings, Northville has projected the cost savings for less building construction needs in growing school districts and phasing out older buildings in districts where enrollments have leveled off or are declining. An elementary school which services 750 students for a traditional school year can service 1000 students on the 45-15 Plan. Three such schools could thus absorb 750 additional or new students. Northville estimated that construction costs for a 750 student elementary school at 1,845,000 dollars plus 2,121,000 dollars for interest on a 30-year bond issue. Thus the total cost of savings for this one building, not including building maintanence, need for an

additional principal, etc. is about 4 million dollars over a 30-year period.

The present K-12 enrollment in Northville is 4,574 students. The 45-15 Plan would enable Northville to be able to service 1,522 more students without additional construction costs. The cost savings in buildings and interest for this many students is projected to be almost 12 million dollars. By the year 2000, (about 25 years from now) Northville is projected to have 25,000 students. If this projection holds, the total savings in buildings and interest alone, would be 65 million dollars.

The Northville construction and interest cost savings projections for fast growing districts also has potential cost savings for districts which have leveled off or declining enrollments. If fast-growing districts can build one-third less buildings with a 45-15 Plan, then stable districts could possibly phase-out and sell approximarely one-third of their current buildings. For example, a large school district with 250 school buildings could possibly phase-out and sell over 80 buildings.

This has tremendous cost savings potential for thses types of districts. Northville, in their interim report, has shown that for just one, 920 student, fifty year old elementary school in a large urban district that maintenance and utilities is over 27,000 dollars. The estimated property valuation is another 46,000 dollars. This represents c cost benefit of over 70,000 dollars for just one school. This figure, multiplied by the potential number of buildings which could be sold if a 45-15 Plan was implemented, represents a tremendous cost benefit.

In summary, the operational cost savings of 5.1 per cent in Northville is in the same range that the other two 45-15 studies have shown. Northville has also projected, with the 45-15 Plan, tremendous cost savings in construction and interest for fast growing districts like themselves, and similar potential cost savings for districts with leveled-off or declining enrollments.